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ABSTRACT

This document presents findings from a study of adjunct faculty at Johnson County Community College in Overland Park, Kansas. Focus groups and input from an adjunct faculty advisory committee were used to develop a survey instrument that was mailed to the homes of 552 adjunct faculty members who taught at the college between fall semester 1999 and summer 2000. A total of 305 surveys were returned (response rate of 55%) and used in the analysis. The study found that a large majority of the adjunct faculty were satisfied with their teaching positions at the college, although there were aspects of their employment status that were troublesome, including salary levels, benefits, and their status as "permanent employees." It was quite important to adjunct faculty to have input on days and times taught as well as how many hours they taught. Additionally, a lack of secured workspace and access to e-mail at home were issues of importance to adjunct faculty. Fifty percent of the adjunct faculty in the survey were either waiting for full-time employment at the college or actively searching for employment elsewhere. Includes 26 figures, tables of survey results, and the survey instrument. (LD)

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ED 454 904

Adjunct Faculty Survey

Johnson County Community College
Office of Institutional Research
October 2000

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Adjunct Faculty Survey

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October 2000

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During the 1999-2000 academic year, the Dean of Instruction's Adjunct Faculty Advisory Committee requested that the Office of Institutional Research conduct in-depth research on JCCC's adjunct faculty members.

Two focus groups were conducted of adjunct faculty members in March 2000. A total of nine adjunct faculty members attended the groups. Results from the focus groups and input from the Dean's Adjunct Faculty Advisory Committee were used to develop a survey instrument. This questionnaire was mailed to the homes of 552 adjunct faculty members who had taught at JCCC in Fall 1999, Spring 2000, and/or Summer 2000. The first mailing was sent July 10, 2000, and the second August 1, 2000.

In total, 305 completed questionnaires were returned for a response rate of 55.3%.

Respondent Profile

- The five divisions were represented as follows: Liberal Arts (49%); Business and Technology (22%); Science, Health Care, and Math (18%); Computer Instruction/Media Resources (8%), and Physical Education and Athletics (3%).
- Thirty percent of respondents listed their title as adjunct professor, 23% as adjunct associate professor, and 18% as adjunct assistant professor. The remaining 29% did not know their title.
- Ninety-five percent of responding adjuncts are white, 4% are Hispanic, and 1% have some other ethnic background.
- Over half (54%) of the respondents are in the 30-49 age group. Twenty-nine percent are in the 50-59 age group.

Major Findings

Overall Satisfaction

- Satisfaction with their teaching position is high among most adjunct faculty members surveyed. Over 80% were satisfied overall with their teaching position at JCCC.

Key Aspects of Employment

- Respondents were asked to assign both importance and quality ratings to thirteen aspects of employment at JCCC. Mean importance ratings (on a 5-point scale, with 1="Not very important" and 5="Very important") ranged from a low of 3.68 to a high of 4.64.

- Adjunct faculty rated the following aspects of employment at JCCC as most important: input on days and times taught, input on how many hours taught, and salary (all with a mean of 4.64); communication of policies/procedures (mean=4.51); and clarity of policies/procedures (mean=4.47).

- Mean quality ratings (on a 5-point scale, with 1="Poor" and 5="Excellent") ranged from a low of 2.15 (just above "Fair") to a high of 3.94 (just under "Good"). Availability of support services (mean=3.94) and input on days and times taught (mean=3.91) were rated highest.

- Adjunct faculty awarded the lowest mean quality ratings to the benefit package (mean=2.15) and a secured work space at JCCC (mean=2.28).

- A gap was calculated for each aspect of employment by subtracting the mean excellence rating from the mean importance rating. Mean quality ratings were lower than mean importance ratings for all thirteen aspects of employment. The gaps ranged from a low of 0.37 for availability of support services to a high of 1.89 for the benefit package.

- The largest gaps were noted for the benefit package (1.89), secured work space (1.60), and salary (1.37).

Orientation

- Adjunct faculty rated the adequacy of nine aspects of the orientation they received when they first began teaching at JCCC. Approximately 60-90% of respondents rated all aspects of the orientation as adequate or more than adequate.

- Almost half the respondents indicated that a second, "refresher" orientation session is needed several years after an adjunct has started working at JCCC.

Communication

- Adjunct faculty members currently get most of their information/news at JCCC from the following sources: memos/other written material (62%), e-mail (44%), and departmental representative (41%).

- Most adjunct faculty respondents prefer to get most of their information/news about JCCC from the following two sources: memos/other written material (60%) and e-mail (55%).

Facilitator

- Although over 40% of the respondents indicated that their facilitator has been very helpful, almost one-third replied that to their knowledge, they do not have a facilitator and one-quarter declared that they don't really understand the role of a facilitator.

Benefits

- A majority of respondents have used voice mail at JCCC. Almost half have used their JCCC e-mail account and over 40% have taken advantage of staff development opportunities.

- Sixty percent of responding adjuncts are covered by an employer-subsidized health insurance plan; 40% are not.

Employment Situation

- Thirty-one percent of responding adjuncts are satisfied to teach part-time at JCCC and at their other job(s) while 29% are satisfied to teach part-time exclusively.

- Thirty percent of responding adjuncts are waiting for a full-time position at JCCC and 20% are actively seeking employment elsewhere.

- Two-thirds of responding adjunct faculty indicated it is very or somewhat important for them to attain status as a permanent JCCC employee.

Resource Availability

- A phone was available at least some of the time for 90% of respondents, a computer for 82% of responding adjuncts, and a desk and the Internet for about 78% of respondents. Secured office space was available at least some of the time for just under 50% of respondents.

Non-teaching Time on Campus

- Over 40% of responding adjuncts spend 2 hours or less, one-quarter spend 3-4 hours, and about one-third spend 5 or more hours on campus per week when not teaching.

Teaching Experience

- The mean number of years of total teaching experience for responding adjunct faculty is 13.5 years. The mean years of experience range from 5.2 years for middle school to 8.7 years for high school.

Teaching Load

- In Spring 2000, survey respondents taught, on average, 5.1 hours at JCCC.

Teaching Arrangements

- Almost three-quarters of the respondents teach evenings, almost half teach days, and 20% teach evenings at JCCC.

- Over 90% of adjunct faculty teach four or fewer days each week, with 21% teaching only one day a week, 35% teaching two days, 19% teaching three days, and 16% teaching four days. Fewer than 10% teach more than four days a week.

Conclusions and Recommendations

The results of this survey are important for a variety of reasons. The high response rate indicates that JCCC adjunct faculty are vitally interested in their positions and conditions of employment at the college. In addition, cooperation between institutional research staff and members of the Dean of Instruction's Adjunct Advisory Committee in the design and implementation of the focus groups and survey instrument helped to insure that appropriate topics and concerns were addressed and relevant data collected. As a result, the survey process produced a rich data set that can be used to inform college policy and decision making regarding adjunct faculty.

It is clear, for instance, that the large majority of adjunct faculty are quite satisfied with their teaching positions at the college and most aspects of their employment here. However, results also highlight a number of specific issues as important topics for additional consideration and discussion. Examples include salary, benefits, secured workspace, status as "permanent employees," and provision of access to e-mail at home. Also, attention could be devoted to additional training on the JCCC e-mail system during the adjunct facility orientation program. Finally, consideration could be given to a "refresher" training session, similar to the new adjunct training program, for those adjunct faculty who might be interested.

Purpose

Adjunct faculty comprise almost two-thirds of total faculty at JCCC. Thus, it is important to have a greater understanding of the adjunct faculty role and what they value, to develop an adjunct faculty profile, and more fully describe their work environment. During the 1999-2000 academic year, the Dean of Instruction's Adjunct Faculty Advisory Committee requested that the Office of Institutional Research conduct in-depth research on JCCC's adjunct faculty members.

Methodology

Two focus groups were conducted of adjunct faculty members in March 2000. A total of nine adjunct faculty members attended the groups. Results from the focus groups and input from the Dean's Adjunct Faculty Advisory Committee were used to develop a survey instrument. This questionnaire was mailed to the homes of 552 adjunct faculty members who had taught at JCCC in Fall 1999, Spring 2000, and/or Summer 2000. The first mailing was sent July 10, 2000, and the second August 1, 2000.

A total of 305 completed questionnaires were returned for a response rate of 55.3%.

Major findings are summarized in the bulleted points and figures on the following pages. Tabled results are in Appendix A, the questionnaire and cover letter are in Appendix B, and the moderator's guide and notes from the focus groups are in Appendix C. Verbatim comments from responding faculty are contained in a supplement to this report.

Please direct any questions or comments about this survey to:

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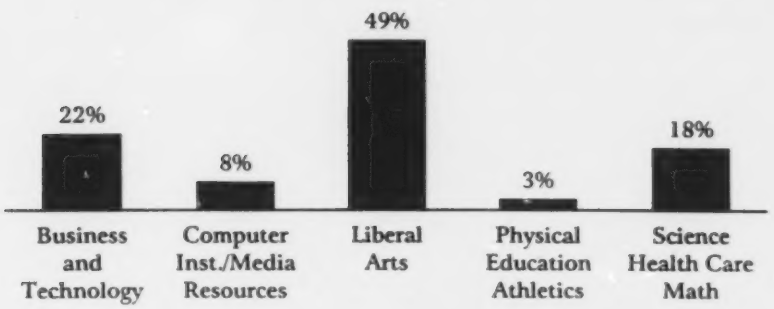
E-MAIL: sweglarz@jccc.net

Respondent demographic information is contained in Table 1, Appendix A.

Division

- Respondents were from the five JCCC academic divisions as follows: Liberal Arts (49%); Business and Technology (22%); Science, Health Care, and Math (18%) ; Computer Instruction/Media Resources (8%), and Physical Education and Athletics (8%). (See Figure 1, below.)

Figure 1
Division



Title

- Thirty percent of respondents listed their title as adjunct professor, 23% as adjunct associate professor, and 18% as adjunct assistant professor. The remaining 29% did not know what their title is.

Gender

- Females comprise 54% of the respondents; males comprise 46%.

Highest Level of Education Completed

- Fifteen percent of respondents had completed a PhD. Just over half (52%) of the respondents had earned a Master's degree, with an additional 11% having coursework beyond a Master's without attaining a PhD.

- Fifteen percent of respondents are currently enrolled in a degree program.

Marital Status

- Eighty percent of the respondents are married.

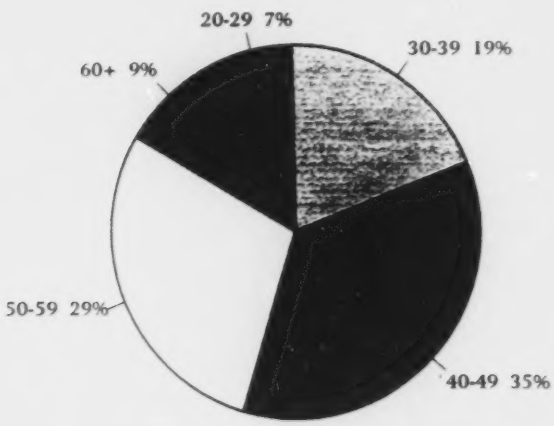
Race

- Ninety-five percent of adjuncts responding are white, 4% are Hispanic, and 1% have some other ethnic background.

Age

- Over half (54%) of the respondents are in the 30-49 age group. Twenty-nine percent are in the 50-59 age group. (See Figure 2, below.)

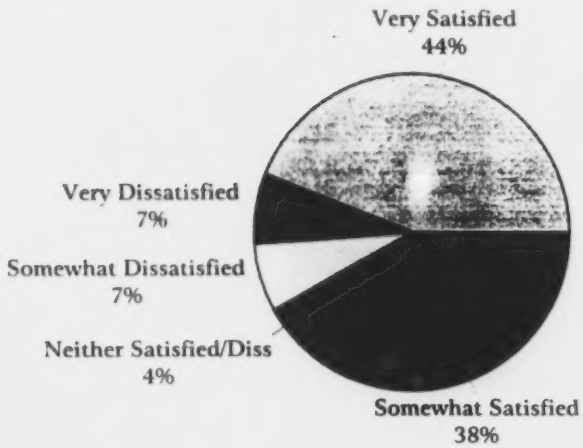
Figure 2
Age Group



- Satisfaction with their teaching position is high among most responding adjunct faculty members.

- Over 80% of responding adjunct faculty were very or somewhat satisfied overall with their teaching position at JCCC. (See Table 2, Appendix A, and Figure 3, below). Fourteen percent were somewhat or very dissatisfied, and four percent were neither satisfied nor dissatisfied. The mean overall satisfaction rating (based on a 5-point scale, with 1="Very dissatisfied" and 5="Very satisfied") is 4.03.

Figure 3
Overall Satisfaction with Teaching Position at JCCC

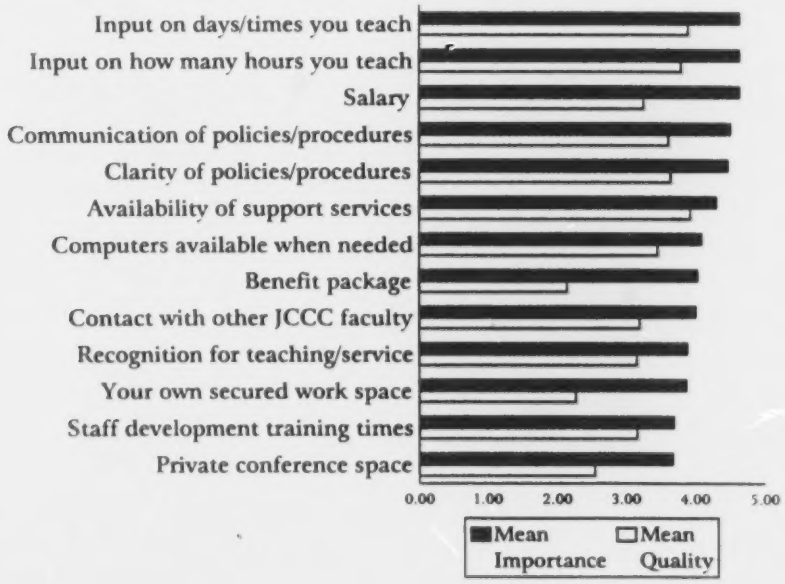


- The mean overall satisfaction ratings varied little by division: Business and Technology - 4.00; Computer Instruction/Media Resources - 3.96; Liberal Arts - 4.01; Physical Education and Athletics - 4.11; and Science, Health Care, and Math - 4.12.

- Respondents were asked to assign both importance rating and quality ratings to thirteen aspects of employment at JCCC. Ratings are shown in Table 3, Appendix A, and Figure 4, below.)

- Mean importance ratings (on a 5-point scale, with 1="Not very important" and 5="Very important") ranged from a low of 3.68 to a high of 4.64. Responding adjunct faculty rated the following aspects of employment at JCCC the most important: input on days and times taught, input on how many hours taught, and salary (all with a mean of 4.64); communication of policies/procedures (mean=4.51); and clarity of policies/procedures (mean=4.47).

Figure 4
Mean Ratings of Importance and Quality for Key Aspects of Employment at JCCC
(5-point scales. Importance: 1="Not very important" to 5="Very important"/Quality: 1="Poor" to 5="Excellent.")



- Adjunct faculty respondents rated staff development training times (mean=3.70) and private conference space (mean=3.68) least important of the thirteen aspects of employment.

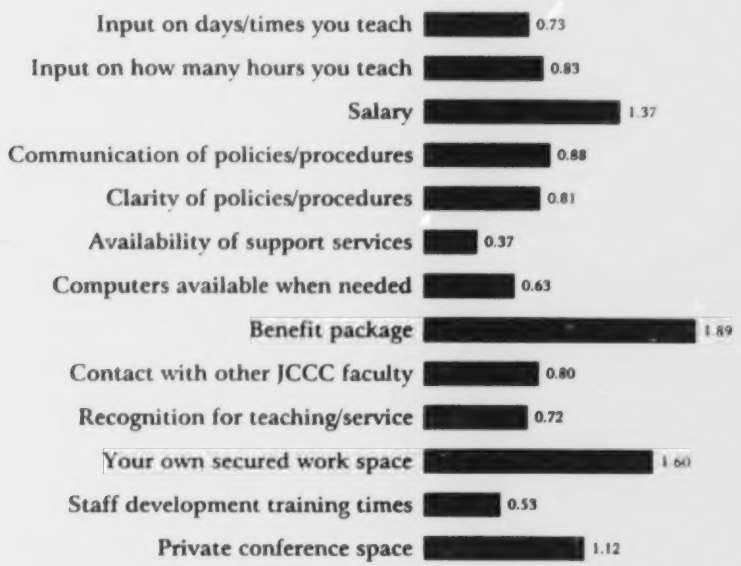
- Mean quality ratings (on a 5-point scale, with 1="Poor" and 5="Excellent") ranged from a low of 2.15 (just above "Fair") to a high of 3.94 (just under "Good"). Availability of support services (mean=3.94) and input on days and times taught (mean=3.91) were rated the highest by adjunct faculty.

- Rated lowest in quality were the benefit package (mean=2.15) and a secured work space at JCCC (mean=2.28).

- A gap was calculated for each aspect of employment by subtracting the mean quality rating from the mean importance rating.

- Mean quality ratings were lower than mean importance ratings for all thirteen aspects of employment. Gaps ranged from a low of 0.37 for availability of support services to a high of 1.89 for the benefit package. (See Table 3, Appendix A, and Figure 5, below.)

Figure 5
Gap Between Mean Ratings for Importance and Quality
(Items are listed in order of mean importance rating, starting with the most important)

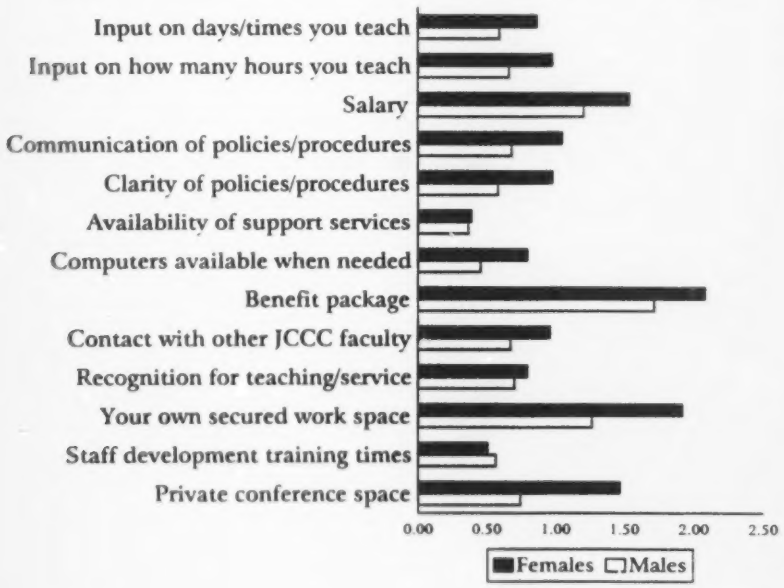


- The largest gaps were noted for the benefit package (1.89), secured work space (1.60), and salary (1.37).

- The smallest gaps were noted for the availability of support services (0.37) and staff development training times (0.53).

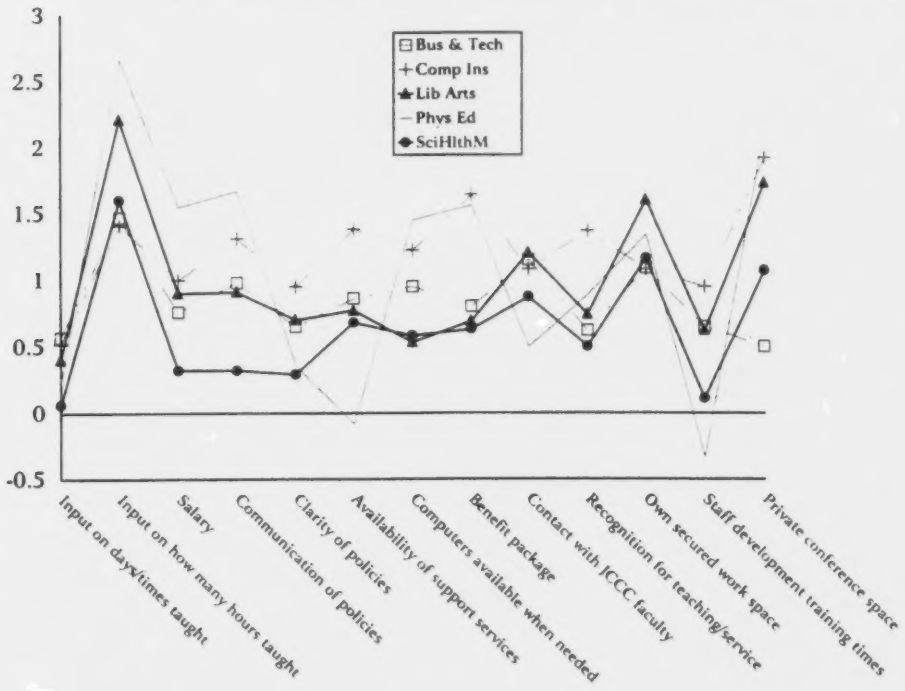
- There are sizeable gaps between the importance and quality ratings for male and female respondents for all but three of the aspects of employment: availability of support services, recognition for teaching/service, and staff development training times. Gaps were larger for females than for males, with one exception: staff development training times. The largest differences between gaps for male and female respondents relate to space issues: private conference space (difference of 0.72) and your own secured work space (difference of 0.65). (See Table 4, Appendix A, and Figure 6, below.)

Figure 6
Gap Between Mean Ratings for Importance and Quality by Gender



- Figure 7, below, depicts differences in gaps between mean importance ratings and mean quality ratings for key aspects of employment for the five academic divisions at JCCC. (See Table 4, Appendix A.) *(Note: Results for the Computer Instruction/Media Resources and Physical Education and Athletics divisions include 24 and 9 responses, respectively and therefore comprise small sample sizes.)*

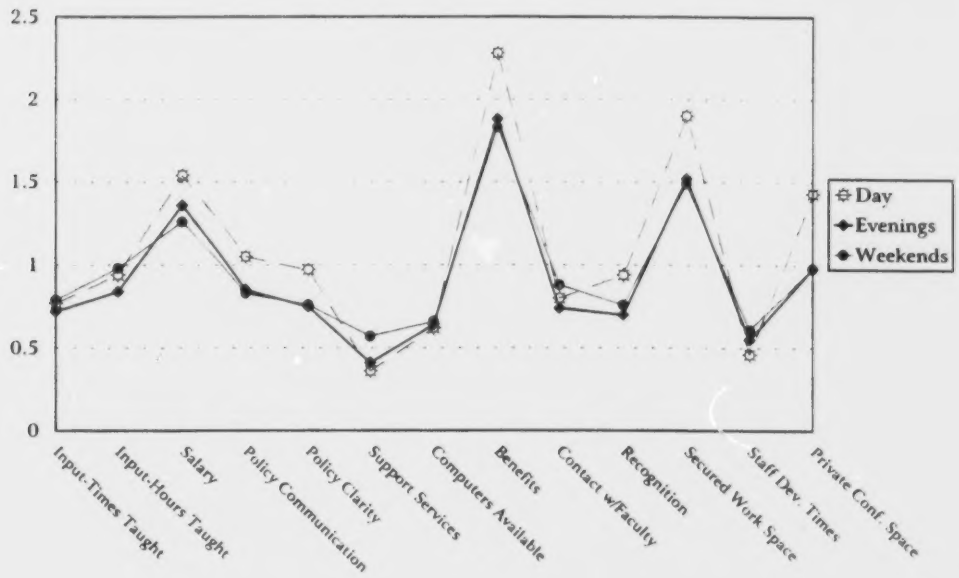
Figure 7
Gaps by Division for Key Aspects of Employment at JCCC



- The smallest range of gaps by division include input on days/times taught, clarity of policies/procedures, contact with other JCCC faculty, and your own secured work space at JCCC.

- Figure 8, below, depcits the gaps between mean importance and quality ratings for the aspects of employment at JCCC by when the adjuncts taught at JCCC: days, evenings, or weekends. (See Table 4, Appendix A.)

Figure 8
Gaps by When Taught for Aspects of Employment at JCCC



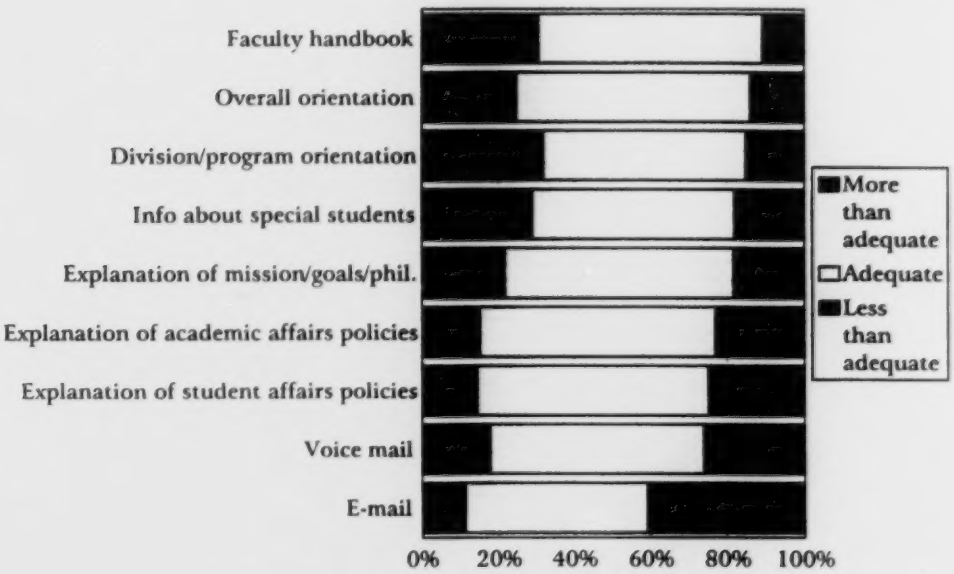
- Gaps were larger for private conference space, benefits, secured work space, policy clarity, recognition, and salary for those teaching days than for those teaching evenings or weekends.

- Adjunct faculty rated the adequacy of nine aspects of the orientation they received when they first started teaching at JCCC on a 3-point scale (1="Less than adequate," 2="Adequate," and 3="More than adequate"). Ratings are depicted in Table 5, Appendix A , and Figure 9, below.

- Between 60% and 90% of respondents rated all aspects of the orientation as adequate or more than adequate.

- The only aspect of the orientation program which a large number of respondents rated less than adequate was "how to set up e-mail" (41%).

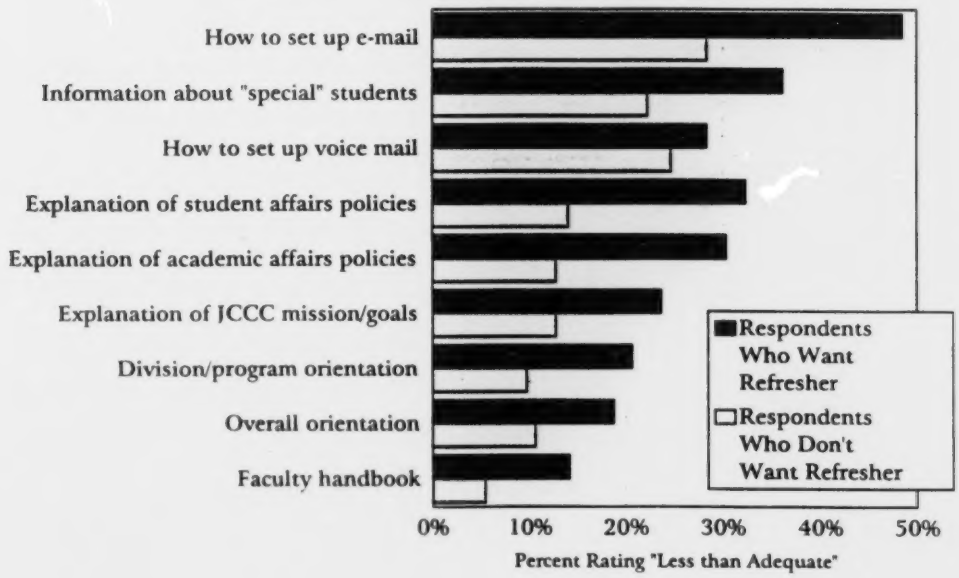
Figure 9
Evaluation of Aspects of Orientation at JCCC



- Almost half the respondents surveyed indicated that a second, "refresher" orientation session is needed several years after an adjunct has begun teaching at JCCC. One-third said no additional orientation was needed, and almost 20% said they didn't know if a refresher orientation was needed. (See Table 5, Appendix A.)

- More respondents who want a second, "refresher" orientation found all aspects of their initial orientation less than adequate compared with those who do not want a refresher orientation (see Figure 10, below). The largest differences are for how to set up e-mail (49% vs. 28%), explanation of student affairs policies (32% vs 14%), explanation of academic affairs policies (30% vs.13%), and information about "special" students (36% vs. 22%).

Figure 10
Respondents Rating Aspects of JCCC Orientation "Less than Adequate"
by Whether Refresher Orientation Wanted

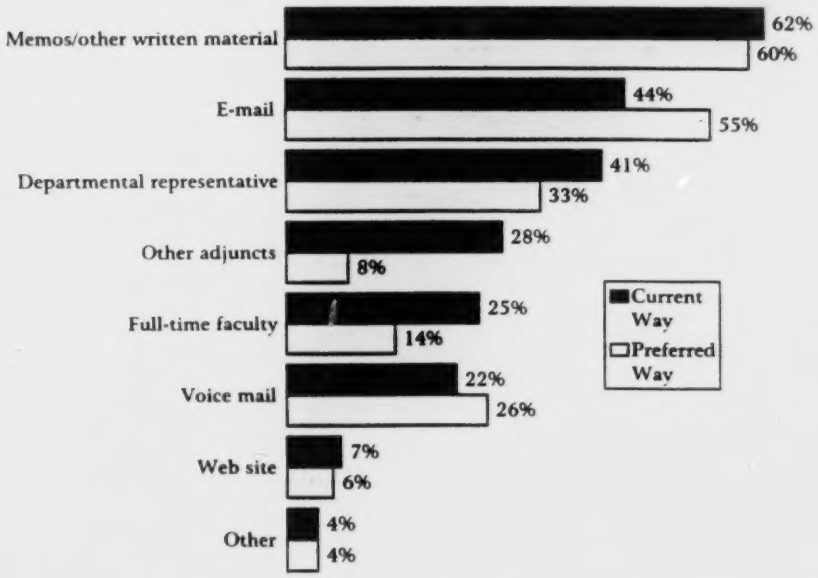


- The two focus groups prompted inclusion of an in-depth section on communication in the survey. It was apparent from focus group discussions that many adjunct faculty needed more information than they currently possess; many were not even aware what information they did not have. As a result of these focus groups, a web site was established for adjunct faculty that serves as a 24-hour-a-day resource.

- Survey results suggest that responding adjunct faculty members currently get most of their information/news at JCCC from the following sources: memos/other written material (62%), e-mail (44%), and departmental representative (41%). (See Table 6, Appendix A, and Figure 11, below.) Other sources include other adjuncts and full-time faculty at about 25% each.

- Most adjunct faculty respondents prefer to get information/news about JCCC from the following two sources: memos/other written material (60%) and e-mail (55%). One-third chose departmental representative as a preferred source and one-quarter chose voice mail.

Figure 11
Current vs. Preferred Ways Information/News About JCCC Received

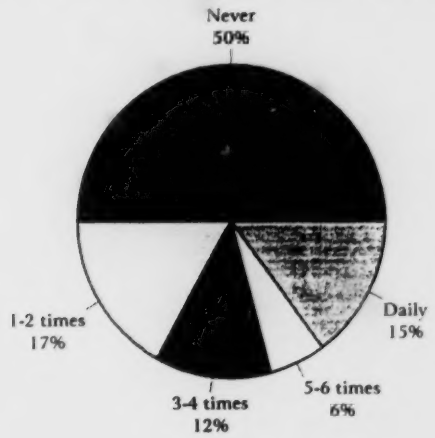


- Few responding adjunct faculty prefer to receive information from full-time faculty (14%) or from other adjunct faculty (8%).

- About 60% of the respondents prefer to receive information/news from JCCC at home or in their department at JCCC. (See Table 6, Appendix A.)

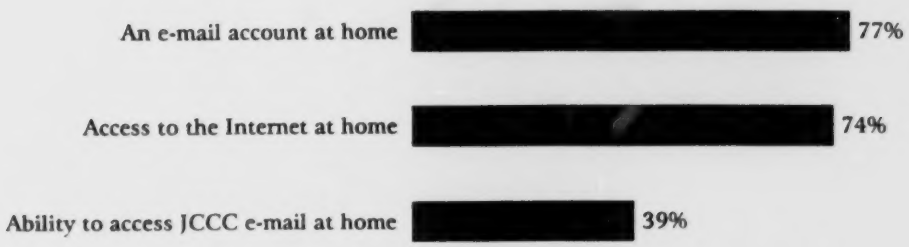
- Half of responding adjunct faculty members surveyed indicated they did not access their e-mail even once each week in Spring 2000. (See Table 7, Appendix A, and Figure 12, below .) Seventeen percent accessed their e-mail one or two times a week, 12% accessed it three to four times a week, and over 20% accessed it more than five times a week.

Figure 12
Number of Times/Week E-mail Accessed in Spring 2000



- Approximately three-quarters of responding adjuncts have an e-mail account at home and/or access to the Internet at home. Thirty-nine percent currently have the ability to access JCCC e-mail from home. (See Table 8, Appendix A, and Figure 13, below.)

Figure 13
Home Computer Capabilities

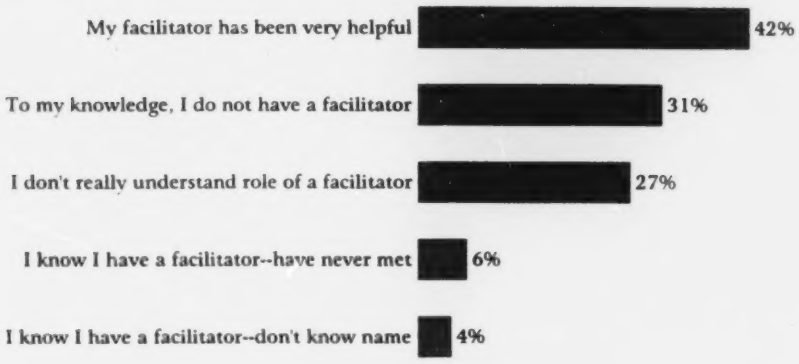


- Sixty percent of respondents indicated they are very or somewhat interested in the ability to access JCCC e-mail from their home. One-quarter of this group already has this capability. Thus, one-third of total adjuncts responding would like to be able to access JCCC e-mail from home and are not currently able to.

- It is interesting to note that, when asked about which adjunct faculty benefits they have used, 38% of responding adjuncts indicated they have not used their JCCC e-mail account because they didn't need or want it. (See Table 9, Appendix A.)

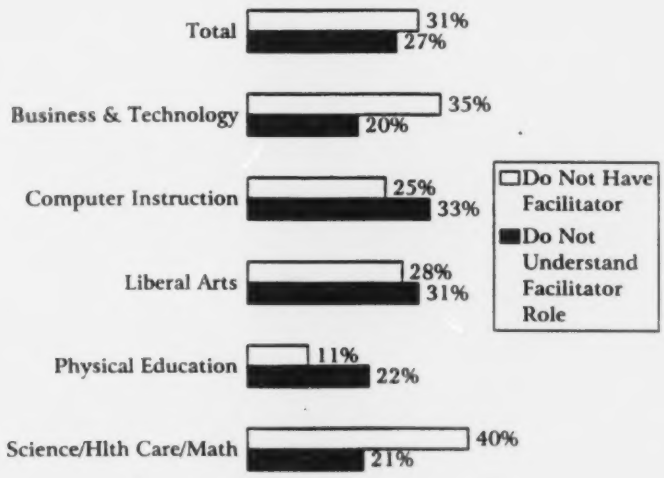
- Although over 40% of the respondents indicated that their facilitator had been very helpful, almost one-third replied that to their knowledge, they do not have a facilitator and over one-quarter declared that they don't really understand the role of a facilitator. (See Table 8, Appendix A, and Figure 14, below.)

Figure 14
Facilitator Descriptors


My facilitator has been very helpful
42%
To my knowledge, I do not have a facilitator
31%
I don't really understand role of a facilitator
27%
I know I have a facilitator--have never met
6%
I know I have a facilitator--don't know name
4%

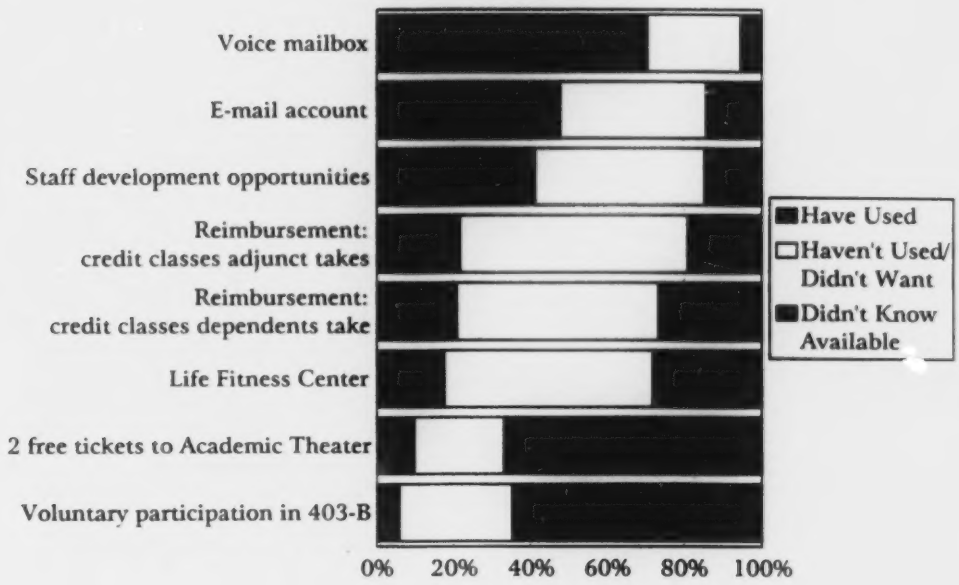
- The percent of adjuncts who do not know they have a facilitator ranged from 11% for the Physical Education division to 40% for the Science, Health Care, and Math division (see Table 8, Appendix A, and Figure 15, below.)

Figure 15
Percent of Adjuncts by Division Who Were Unaware They Had a Facilitator or Professed Not Understanding Role of Facilitator



- A number of benefits are available at JCCC to adjunct faculty members. Included in this survey was a list of eight of these benefits. (See Table 8, Appendix A, and Figure 16, below.)

Figure 16
Adjunct Faculty Benefits



- Seventy-one percent of respondents have used voice mail at JCCC. Almost half have used their JCCC e-mail account and over 40% have taken advantage of staff development opportunities.

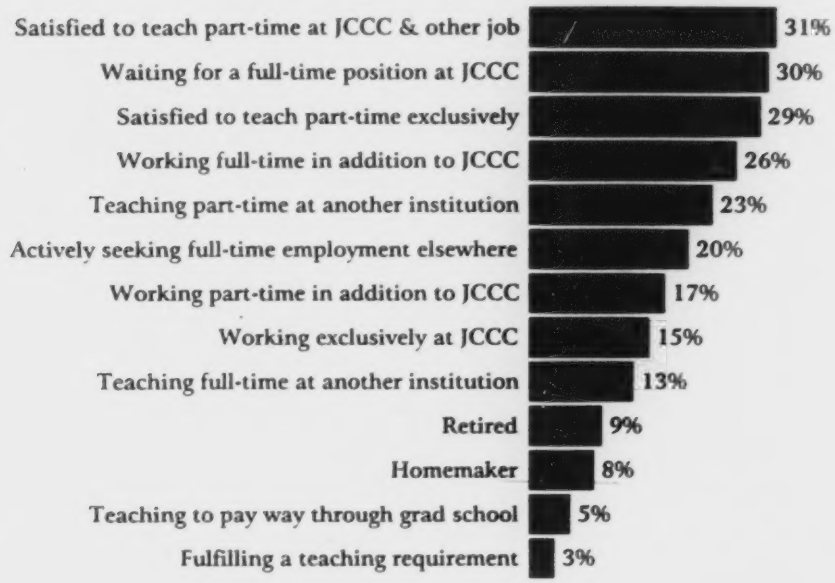
- Use of the other five benefits was less common. Only about one in five have received tuition reimbursement for credit classes taken by the adjunct or their dependent or have used the Life Fitness Center. Fewer still - 10% or less - have received free tickets to the Academic Theater department performances or participated in the 403-B sheltered annuity.

- Generally, respondents did not use a benefit because they didn't need or want to use it. However, about two-thirds of respondents indicated they didn't know two free tickets to Academic Theater performances and voluntary participation in the 403-B sheltered annuity were available.

- Sixty percent of responding adjuncts are covered by an employer-subsidized health insurance plan elsewhere.

- The adjunct faculty were asked to select any of thirteen descriptors that applied to them. The results from this question are contained in Table 10, Appendix A, and Figure 17, below.

Figure 17
Adjunct Faculty Employment Situation


Satisfied to teach part-time at JCCC & other job 31%
Waiting for a full-time position at JCCC 30%
Satisfied to teach part-time exclusively 29%
Working full-time in addition to JCCC 26%
Teaching part-time at another institution 23%
Actively seeking full-time employment elsewhere 20%
Working part-time in addition to JCCC 17%
Working exclusively at JCCC 15%
Teaching full-time at another institution 13%
Retired 9%
Homemaker 8%
Teaching to pay way through grad school 5%
Fulfilling a teaching requirement 3%

- This information provides a more complete profile of JCCC adjunct faculty:

  -- 60% are satisfed with their current employment situation (31% are satisfied to teach part-time at JCCC and at their other job and 29% are satisifed to teach part-time exclusively).

  -- 30% are waiting for a full-time position at JCCC and 20% are actively seeking employment elsewhere.

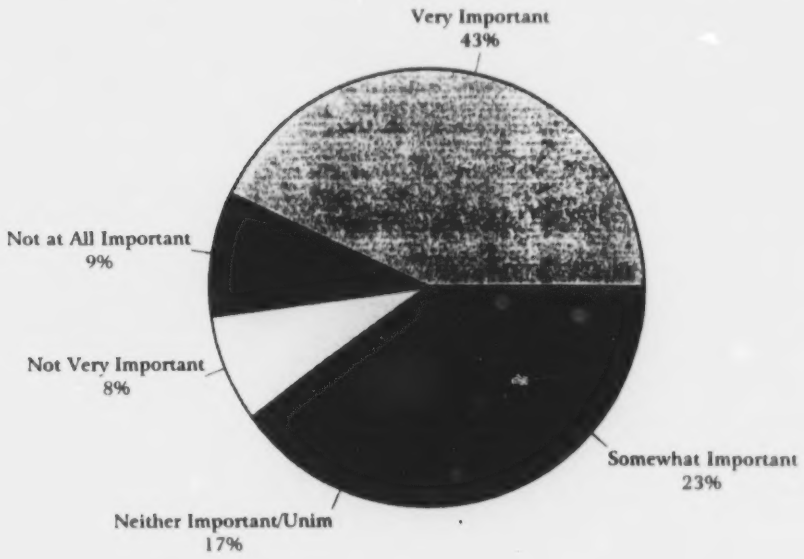
  -- About one-quarter are working full-time in addition to JCCC and 13% are teaching full-time at another institution.

  -- 23% are teaching part-time at another institution and 17% are working part-time in addition to JCCC.

  -- Only 15% are working exclusively at JCCC.

- Two-thirds of responding adjunct faculty indicated it is very or somewhat important for them to attain status as a permanent JCCC employee. Seventeen percent indicated it was neither important nor unimportant to them, and another 17% indicated it was not very or not at all important for them to attain permanent employee status. (See Table 10, Appendix A, and Figure 18, below.)

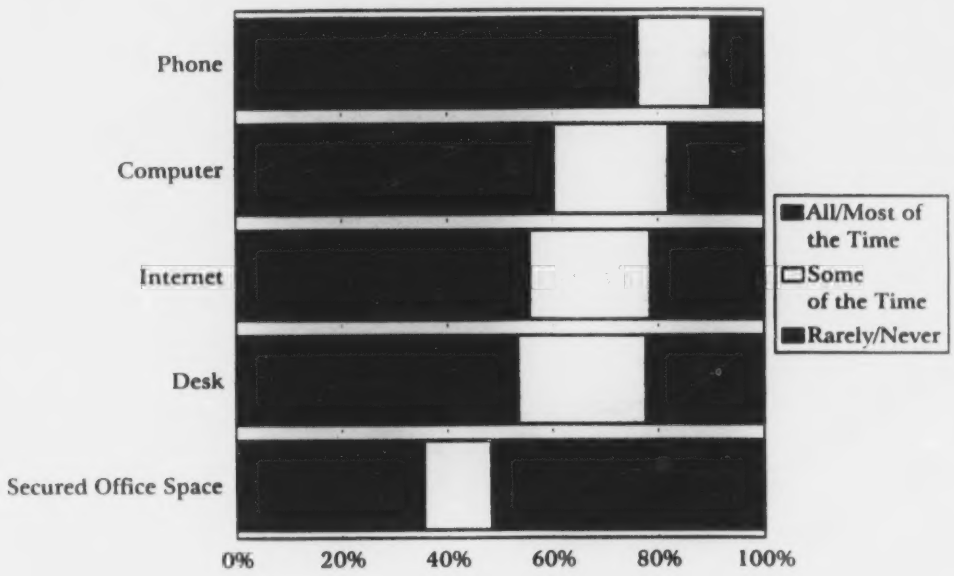
Figure 18
Importance of Attaining Status as a Permanent JCCC Employee



- Only 11% indicated that the money earned at JCCC is their sole income. (See Table 10, Appendix A.)

- In most cases resources, including a computer, desk, Internet, phone, and secured office space are generally available for adjunct faculty. A phone was available at least some of the time for 90% of respondents, a computer for 82% of responding adjuncts, and a desk and the Internet for about 78% of respondents. Secured office space was available at least some of the time for just under 50% of respondents. (See Table 11, Appendix A, and Figure 19, below.)

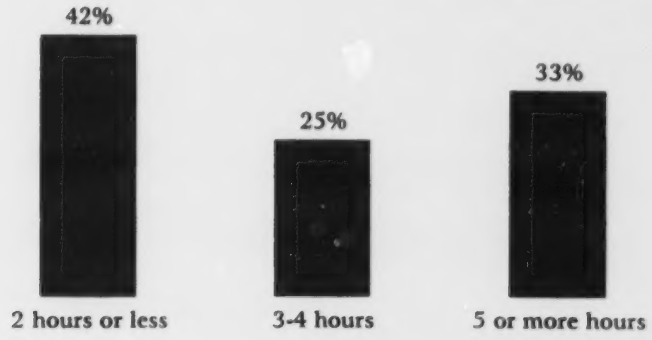
Figure 19
Availability of Adjunct Resources



- On average, adjuncts reported they shared a desk with six other colleagues; and a computer, the Internet, and phone with eight other colleagues. (See Table 11, Appendix A.)

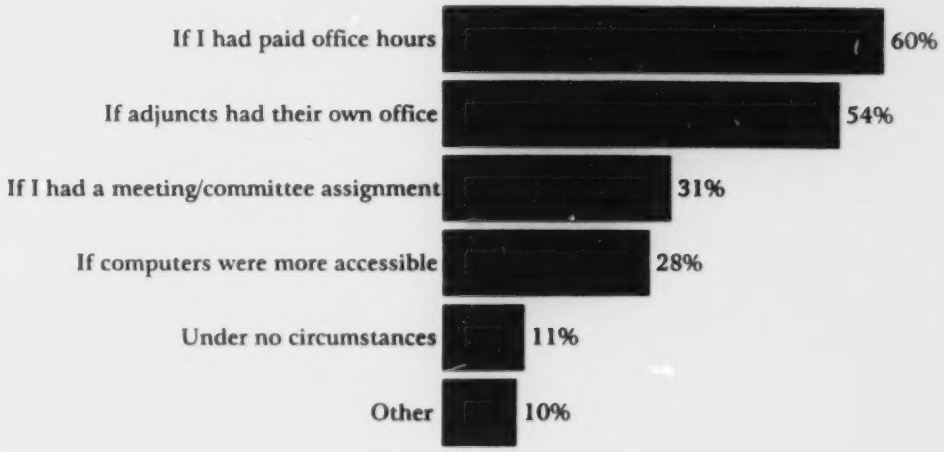
- Over 40% of responding adjuncts spend 2 hours or less, one-quarter spend 3-4 hours, and about one-third spend 5 or more hours per week on campus when not teaching. (See Table 12, Appendix A, and Figure 20, below.)

Figure 20
Non-teaching Time Spent Per Week on Campus



- Sixty percent of the adjuncts indicated they would spend more time on campus when not teaching if they had paid office hours. Fifty-four percent would spend more time on campus if they had their own office space. (See Table 12, Appendix A, and Figure 21, below.)

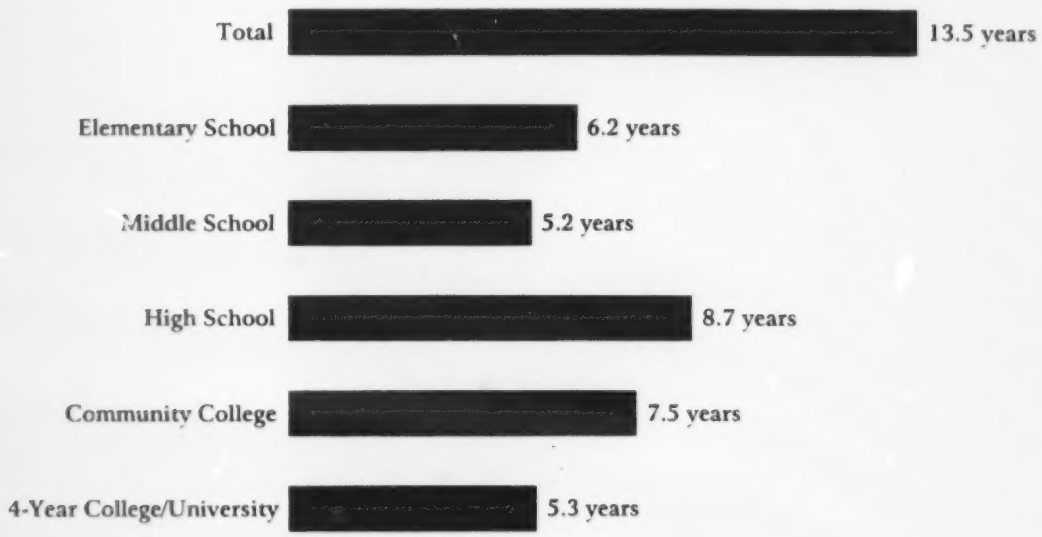
Figure 21
Circumstances Under Which Adjuncts Would Spend More Time on Campus



- Mean total teaching experience for responding adjunct faculty is 13.5 years. Just under one-quarter of the respondents had 5 or fewer years of experience, 29% had 6-10 years, and 47% had 11 or more years of teaching experience. (See Table 13, Appendix A.)

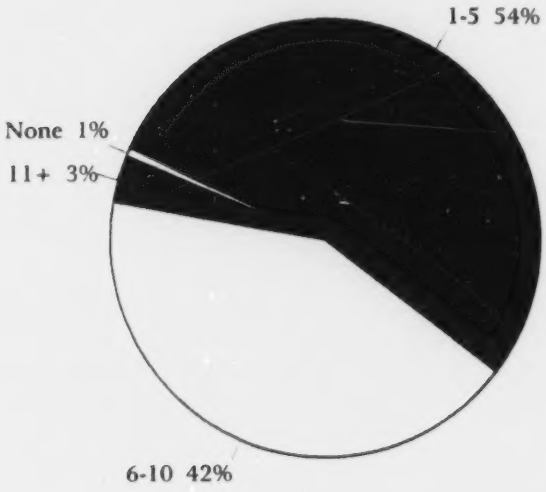
- Figure 22, below, compares mean years of teaching experience by type of institution for respondents who had experience teaching at any of several types of institutions. (The percentages of respondents who indicated they had this type of experience were as follows: elementary school - 9%, middle school - 15%, high school - 36%, community college - 94%, and 4-year college/university - 48%.) The mean years of experience range from 5.2 years for middle school to 8.7 years for high school.

Figure 22
Mean Years of Teaching Experience



- In Spring 2000, survey respondents taught, on average, 5.1 hours at JCCC (see Table 14, Appendix A, and Figure 23, below). Over half (54%) taught 1-5 hours, 42% taught 6-10 hours, 3% taught 11 or more hours, and 1% taught no hours.

Figure 23
Mean Hours Taught in Spring 2000

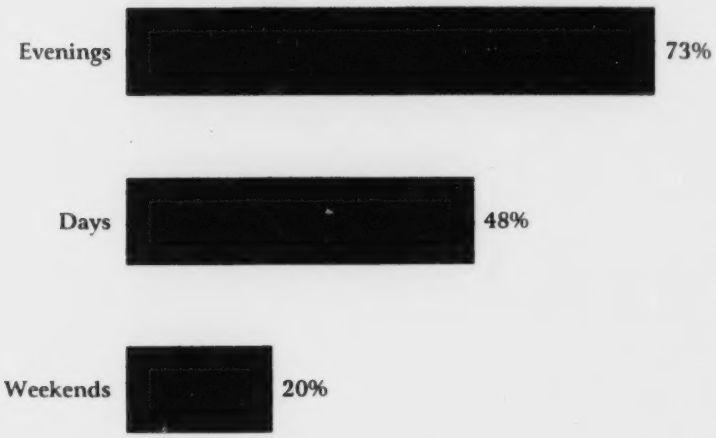


- Over the course of their teaching careers, respondents, on average, taught a minimum of 3.7 credit hours and a maximum of 7.8 credit hours in a single semester.

- Forty-four percent of responding adjunct faculty teach every semester while 40% teach spring and fall only. A small percentage, a total of 7%, teach a certain semester only. An additional 7% indicated that the semester they teach varies. (See Table 15, Appendix A.)

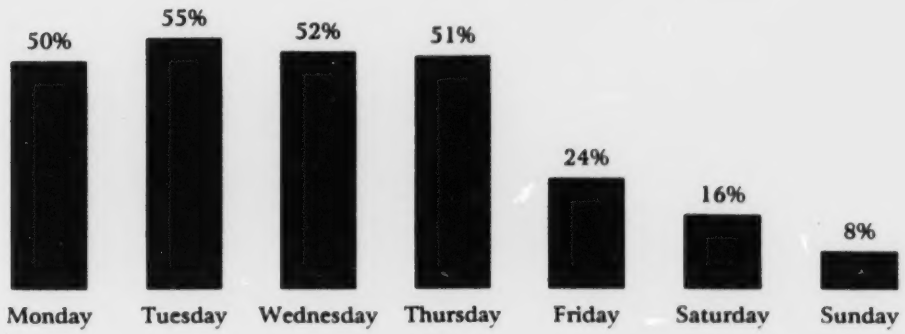
- Almost three-quarters of respondents teach evenings, almost half teach days, and 20% teach evenings at JCCC. (See Table 15, Appendix A, and Figure 24, below.)

Figure 24
When Adjunct Faculty Teach



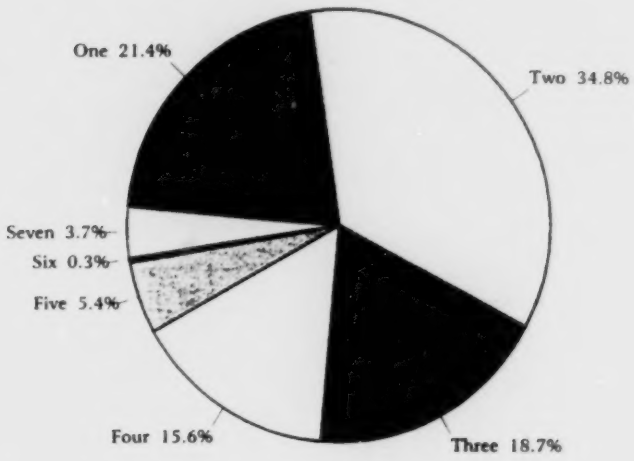
- Approximately the same percentage of responding adjunct faculty - 50% - teach on Mondays, Tuesdays, Wednesdays, and Thursdays. (See Table 15, Appendix A, and Figure 25 , below.) Almost one-quarter teach on Fridays, 16% on Saturdays, and 8% on Sundays.

Figure 25
Days Adjunct Faculty Teach



- Over 90% of responding adjunct faculty teach four or fewer days each week, with 21% teaching only one day a week, 35% teaching two days, 19% teaching three days, and 16% teaching four days. (See Table 15, Appendix A, and Figure 25, below.) Fewer than 10% teach more than four days a week.

Figure 26
Number of Days/Week Taught by Adjunct Faculty



The results of this survey are important for a variety of reasons. The high response rate indicates that JCCC adjunct faculty are vitally interested in their positions and conditions of employment at the college. In addition, cooperation between institutional research staff and members of the Dean of Instruction's Adjunct Advisory Committee in the design and implementation of the focus groups and survey instrument helped to insure that appropriate topics and concerns were addressed and relevant data collected. As a result, the survey proce[illegible]roduced a rich data set that can be used to inform college policy and decision making regarding adjunct faculty.

It is clear, for instance, that the large majority of adjunct faculty are quite satisfied with their teaching positions at the college and most aspects of their employment here. However, results also highlight a number of specific issues as important topics for additional consideration and discussion. Examples include salary, benefits, secured workspace, status as "permanent employees," and provision of access to e-mail at home. Also, attention could be devoted to additional training on the JCCC e-mail system during the adjunct facility orientation program. Finally, consideration could be given to a "refresher" training session, similar to the new adjunct training program, for those adjunct faculty who might be interested.

APPENDIX A

TABLED SURVEY RESULTS

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Table 1

RESPONDENT PROFILE

	No.	Percent
Division		
Business and Technology	65	21.8%
Computer Instruction/Media Resources	24	8.1
Liberal Arts	147	49.3
Physical Education and Athletics	9	3.0
Science, Health Care, and Math	53	17.8
Title		
Adjunct professor	87	30.3%
Adjunct associate professor	67	23.3
Adjunct assistant professor	51	17.8
Do not know	82	28.6
Gender		
Female	158	53.6%
Male	137	46.4
Highest Level of Education Completed		
Doctorate	44	14.7%
All but dissertation	16	5.3
Specialist	18	6.0
Master's	157	52.3
Some graduate hours	26	8.7
Bachelor's degree	25	8.3
Other	14	4.7
Are you currently enrolled in a degree program?		
Yes	44	15.0%
No	250	85.0

Table 1 (cont'd)

RESPONDENT PROFILE

	No.	Percent
Age		
20-29	21	7.1%
30-39	57	19.4
40-49	104	35.4
50-59	85	28.9
60+	27	9.2
Marital Status		
Married	238	80.4%
Single, never married	31	10.5
Divorced	21	7.1
Widowed	1	0.3
Other	5	1.7
Ethnicity/Race		
African-American	1	0.4%
American Indian/Alaska native	1	0.4
Asian or Pacific Islander	2	0.7
Caucasian/White	259	94.5
Hispanic	11	4.0

Table 2

OVERALL SATISFACTION WITH TEACHING POSITION AT JCCC

	No.	Percent
Overall satisfaction with teaching position at JCCC		
Very satisfied (5)	131	43.7%
Somewhat satisfied (4)	114	38.0
Neither satisfied nor dissatisfied (3)	11	3.7
Somewhat dissatisfied (2)	22	7.3
Very dissatisfied (1)	22	7.3
Mean	4.03	

Table 3

ASPECTS OF EMPLOYMENT AT JCCC:
MEAN IMPORTANCE RATING, MEAN QUALITY RATING, AND GAP

	Mean Importance Rating	Mean Quality Rating	Gap (Importance Minus Quality)
Input on days and times you teach	4.64	3.91	0.73
Input on how many hours you teach	4.64	3.81	0.83
Salary	4.64	3.27	1.37
Communication of policies/procedures	4.51	3.63	0.88
Clarity of policies/procedures	4.47	3.66	0.81
Availability of support services	4.31	3.94	0.37
Computers available when needed	4.10	3.47	0.63
Benefit package	4.04	2.15	1.89
Contact with other JCCC faculty	4.01	3.21	0.80
Recognition for teaching/service	3.89	3.17	0.72
Your own secured work space at JCCC	3.88	2.28	1.60
Staff development training times	3.70	3.17	0.53
Private conference space	3.68	2.56	1.12

Note: Importance rating is based on a 5-pt. scale: 1="Not at all important," 5="Not very important." Quality rating is based on a 5-pt. scale: 1="Poor," 5="Excellent."

Table 4
ASPECTS OF EMPLOYMENT AT JCCC:
GAP BETWEEN MEAN IMPORTANCE RATING AND MEAN QUALITY RATING BY GENDER, DIVISION, AND WHEN TAUGHT

		Gender		Division					When Taught		
	All	Females	Males	B&T	Comp	LA	PE	Sci	Days	Even.	Wknd.
Input on days and times you teach	0.73	0.87	0.60	0.95	1.22	0.53	1.45	0.58	0.77	0.72	0.79
Input on how many hours you teach	0.83	0.98	0.67	0.80	1.64	0.69	1.56	0.62	0.94	0.84	0.98
Salary	1.37	1.54	1.21	1.09	1.08	1.60	1.34	1.16	1.54	1.36	1.26
Communication of policies/procedures	0.88	1.05	0.69	0.99	1.31	0.91	1.67	0.32	1.05	0.85	0.83
Clarity of policies/procedures	0.81	0.99	0.59	0.76	1.00	0.90	1.55	0.32	0.97	0.75	0.76
Availability of support services	0.37	0.39	0.37	0.57	0.52	0.40	0.22	0.06	0.36	0.41	0.57
Computers available when needed	0.63	0.80	0.46	0.65	0.95	0.70	0.36	0.29	0.62	0.64	0.66
Benefit package	1.89	2.08	1.72	1.47	1.41	2.21	2.67	1.60	2.28	1.88	1.83
Contact with other JCCC faculty	0.80	0.96	0.68	0.86	1.38	0.77	-0.10	0.68	0.80	0.74	0.88
Recognition for teaching/service	0.72	0.8	0.71	0.62	1.37	0.74	0.89	0.50	0.94	0.70	0.76
Your own secured work space at JCCC	1.60	1.92	1.27	1.50	1.92	1.73	2.13	1.07	1.90	1.52	1.49
Staff development training times	0.53	0.51	0.57	0.65	0.95	0.62	-0.30	0.12	0.46	0.55	0.61
Private conference space	1.12	1.47	0.75	1.15	1.08	1.20	0.50	0.87	1.43	0.98	0.98

Note: Importance rating is based on a 5-pt. scale: 1="Not at all important," 5="Not very important." Quality rating is based on a 5-pt. scale: 1="Poor," 5="Excellent." Divisions are abbreviated as follows: B&T=Business and Technology, Comp=Computer Instruction/Media Resources, LA=Liberal Arts, PE=Physical Education and Athletics, and Sci=Science, Health Care, and Math.

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Table 5

ORIENTATION RECEIVED AS A NEW FACULTY MEMBER AT JCCC

	Mean	More than Adequate	Adequate	Less than Adequate: All Respond.	Less than Adequate: Want Refresher Orientation	Less than Adequate: Do Not Want Refresher Orientation
Faculty handbook	2.21	31.1%	58.3%	10.6%	14.2%	5.4%
Division/program orientation	2.18	32.3	53.0	14.7	20.7	9.7
Overall orientation	2.12	25.4	60.8	13.7	18.8	10.6
Explanation of the mission/goals/philosophy of JCCC	2.05	23.1	59.0	17.9	23.7	12.8
How to set up voice mail	1.91	17.6	55.9	26.5	28.4	24.7
Explanation of academic affairs policies	1.93	15.6	61.9	22.5	30.4	12.8
Explanation of student affairs policies	1.90	14.6	61.1	24.3	32.4	14.1
Information about "special" students (e.g., handicapped, hearing impaired, learning disabled, etc.)	1.89	18.0	53.3	28.7	36.2	22.3
How to set up e-mail	1.70	11.4	47.5	41.1	48.5	28.4

Is a refresher orientation needed?	No.	Percent
Yes	142	48.1%
No	97	32.9
Don't know	56	19.0

Note: 3-point scale, with 1="Less than adequate," 2="Adequate," and 3="More than adequate."

Table 6

WAYS TO RECEIVE INFORMATION/NEWS AT JCCC

	Current Way	Preferred Way
Memos/other written material	61.6%	59.7%
E-mail	43.9	55.4
Departmental representative	41.0	33.1
Other adjuncts	27.5	7.9
Full-time faculty	24.9	14.1
Voice mail	21.6	25.9
Web site	7.2	6.2
Other	4.3	3.6

Where would you prefer to receive information/news from JCCC?	**No.**	**Percent**
In your department at JCCC	192	63.0%
At home	183	60.0
At work (other than JCCC)	54	17.7
Other	15	4.9

Table 7

E-MAIL

	No.	Percent
Times per week e-mail accessed in Spring 2000 semester		
Never	151	50.3%
1-2 times	50	16.7
3-4 times	36	12.0
5-6 times	18	6.0
Daily	45	15.0
Adjunct has the following:		
An e-mail account at home	236	77.4%
Access to the Internet at home	226	74.1
Ability to access JCCC e-mail from home	120	39.3
Interest in accessing JCCC e-mail from home computer		
Very interested	95	41.9%
Somewhat interested	43	18.9
Neutral	30	13.2
Not very interested	10	4.4
Not interested at all	34	15.0
N/A - no home computer	15	6.6

Table 8

ADJUNCT FACULTY FACILITATOR DESCRIPTORS BY DIVISION

	Total	Business & Technology	Computer Inst./Media Resources	Liberal Arts	Physical Education	Science/ Hlth Care/ Math
My facilitator has been very helpful	41.6%	41.5%	50.0%	39.5%	44.4%	39.6%
To my knowledge, I do not have a facilitator	30.5	35.4	25.0	27.9	11.1	39.6
I don't really understand the role of a facilitator	26.6	20.0	33.3	31.3	22.2	20.8
I know I have a facilitator, but I've never met him/her	5.6	3.1	12.5	6.8	0.0	1.9
I know I have a facilitator, but I don't know his/her name	3.6	0.0	12.5	3.4	11.1	1.9
No. of respondents	305	65	24*	147	9*	53

Note: Small sample size.

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Table 9

ADJUNCT FACULTY BENEFITS

	Have Used	Haven't Used-Didn't Need/Want	Didn't Know It Was Available
Voice mailbox	70.5%	23.8%	5.6%
E-mail account	47.8	37.9	14.3
Staff development opportunities	41.3	44.0	14.7
Tuition reimbursement for credit classes taken by adjunct	21.7	59.3	19.0
Tuition reimbursement for credit classes taken by adjunct's dependent	20.9	52.5	26.6
Life Fitness Center	17.7	54.2	28.1
2 free tickets to Academic Theater dept. performances	9.9	23.1	67.0
Voluntary participation in sheltered annuity (403-B)	6.0	29.2	64.8

Are you covered by an employer-subsidized health insurance plan?	No.	Percent
Yes	177	59.6%
No	120	40.4

Table 10

EMPLOYMENT SITUATION

	No.	Percent
Importance of having permanent status at JCCC		
Very important (5)	126	43.0%
Somewhat important (4)	67	22.9
Neither important nor unimportant (3)	50	17.1
Somewhat important (2)	24	8.2
Not at all important (1)	26	8.9
Mean		
Money earned at JCCC is		
A supplement to your full-time income	134	45.3%
Combined with other part-time income to comprise your full income	98	33.1
Sole income	32	10.8
Supplement to retirement or investment income	32	10.8
Descriptors of Employment Situation		
Satisfied to teach part-time at JCCC/other job(s)?	93	30.5%
Waiting for a full-time position at JCCC?	92	30.2
Satisfied to teach part-time exclusively?	89	29.2
Working full-time in addition to JCCC?	78	25.6
Teaching part-time at another institution?	70	23.0
Actively seeking full-time employment elsewhere	61	20.0
Working part-time in addition to JCCC?	51	16.7
Working exclusively (outside the home) at JCCC?	45	14.8
Teaching full-time at another institution?	39	12.8
Retired?	27	8.9
A homemaker?	23	7.5
Teaching to pay your way through graduate school?	14	4.6
Fulfilling a teaching requirement?	8	2.6

Table 11

RESOURCE AVAILABILITY

	Mean	Available All/Most of the Time	Available Some of the Time	Available Rarely/ Never
Computer	3.57	60.3%	21.7%	18.0%
Desk	3.41	53.4	24.3	22.3
Internet	3.45	55.6	22.9	21.5
Phone	3.95	76.3	13.9	9.8
Secured office space	2.61	35.5	12.8	51.7

	No.	Percent
Number of adjuncts sharing computer		
Number specified	186	61.0%
None	25	8.2
Not applicable	21	6.9
Other	6	2.0
Do not have	4	1.3
Do not know	20	6.6
No answer	43	14.1
Number specified		
1-3	71	38.1%
4-6	55	29.6
7-9	21	11.3
10 or more	28	15.1
Lots	11	5.9
Mean=7.5		

Note: Means calculated based on non-zero numeric responses.

Table 11 (cont'd)

RESOURCE AVAILABILITY

	No.	Percent
Number of adjuncts sharing a desk		
Number specified	197	64.6%
None	25	8.2
Not applicable	18	5.9
Other	4	1.3
Do not have	4	1.3
Do not know	16	5.2
No answer	41	13.4
Number specified		
1-3	92	46.7
4-6	58	29.4
7-9	19	9.6
10 or more	20	10.2
Lots	8	4.1
Mean=6.3		
Number of adjuncts sharing Internet access		
Number specified	157	51.5%
None	34	11.1
Not applicable	22	7.2
Other	7	2.3
Do not have	4	1.3
Do not know	24	7.9
No answer	57	18.7
Number specified		
1-3	59	37.6%
4-6	43	27.4
7-9	18	11.5
10 or more	28	17.8
Lots	9	5.7
Mean=7.7		

Note: Means calculated based on non-zero numeric responses.

Table 11 (cont'd)

RESOURCE AVAILABILITY

	No.	Percent
Number of adjuncts sharing a phone		
Number specified	200	65.6%
None	23	7.5
Not applicable	17	5.5
Other	6	2.0
Do not have	2	0.7
Do not know	16	5.2
No answer	41	13.4
Number specified		
1-3	83	41.5
4-6	59	29.5
7-9	22	11.0
10 or more	26	13.0
Lots	10	5.0
Mean=7.6		

Note: Means calculated based on non-zero numeric responses.

Table 12

NON-TEACHING TIME ON CAMPUS

	No.	Percent
Time spent on campus each week when not teaching		
<1 hour	41	13.8%
1-2 hours	85	28.5
3-4 hours	75	25.2
5-6 hours	40	13.4
7-8 hours	25	8.4
9-10 hours	16	5.4
More than 10 hours	16	5.4
Circumstances under which adjunct would spend more time on campus when not teaching		
If I had paid office hours	183	60.0%
If adjuncts had their own office space	166	54.4
If I had a meeting/committee assignment	93	30.5
If computers were more accessible	84	27.5
Under no circumstances	32	10.5
Other	31	10.2

Circumstances under which adjunct would spend more time on campus when not teaching	Hours on Campus Each Week		
	2 or Fewer	**3-4**	**5-6**
If I had paid office hours	65.9%	52.0%	60.8%
If adjuncts had their own office space	54.0	50.7	58.8
If I had a meeting/committee assignment	27.8	29.3	37.1
If computers were more accessible	18.3	25.3	40.2
Under no circumstances	11.9	12.0	6.2
No. of respondents	126	75	97

Table 13

TEACHING EXPERIENCE

	No.	Percent
Total Years		
1-5	55	23.50%
6-10	67	28.6
11-15	31	13.2
16-20	27	11.5
21-25	20	8.5
More than 25	32	13.7
Lots	2	0.9
Mean=13.5 years		
Elementary School		
None/no answer	277	90.8%
Have experience	28	9.2
Experience		
1-5 years	20	71.4%
6-10 years	3	10.7
11 or more years	5	17.8
Mean=6.2 years		
Middle School		
None/no answer	258	84.6%
Have experience	47	15.4%
Experience		
1-5 years	32	68.1%
6-10 years	9	19.1
11 or more years	6	12.8
Mean=5.2 years		

Note: Means based on respondents indicating years of experience.

Table 13 (cont'd)

TEACHING EXPERIENCE

	No.	Percent
High School		
None/no answer	196	64.3%
Have experience	109	35.7
Experience		
1-5 years	62	56.9%
6-10 years	17	15.6
11 or more years	30	27.5
Mean=8.7 years		
Community College		
None/no answer	19	6.2%
Have experience	286	93.8
Experience		
1-5 years	144	50.3%
6-10 years	61	21.3
11-15 years	53	18.5
16 or more yers	28	9.7
Mean=7.5 years		
4-year College/University		
None/no answer	158	51.8%
Have experience	147	48.2
Experience		
1-5 years	100	68.0%
6-10 years	26	17.7
11 or more years	21	14.3
Mean=5.3 years		

Table 13 (cont'd)

TEACHING EXPERIENCE

	No.	Percent
Year you started teaching at JCCC		
1996 to Present	158	52.1%
1991-1995	64	21.8
1986-1990	42	14.3
1981-1985	18	6.1
1980 or earlier	11	3.8
Number of semesters taught at JCCC		
1-5	112	39.2%
6-10	50	17.5
11-15	29	10.1
16-20	27	9.4
21-25	22	7.7
26-30	15	5.2
31 or more	31	10.8
Mean=12.6		

Table 14

TEACHING LOAD

	No.	Percent
Maximum # of hours ever taught in a semester		
1-5	82	27.8%
6-10	161	54.6
11-15	34	11.5
More than 15	18	6.1
Mean=7.8		
Minimum # of hours ever taught in a semester		
1-3	200	69.2%
4-6	78	27.0
7-9	8	2.8
10 or more	3	1.0
None	9	3.0*
No answer	7	2.3*
Mean=3.7		
Hours taught at JCCC in Spring 2000		
None	2	0.7%
1-5	159	53.5
6-10	126	42.4
11 or more	12	3.4
Mean=5.1		

Note: Percents for starred (non-numeric) responses are based on total respondents.

Table 15

TEACHING ARRANGEMENTS

	No.	Percent
Adjunct usually teaches at JCCC:		
Semester		
Every semester	132	44.4%
Spring and Fall only	120	40.4
Summer only	5	1.7
Spring only	10	3.4
Fall only	5	1.7
It varies	21	7.1
Other	4	1.3
Time		
Days	145	47.5%
Evenings	222	72.8
Weekends	62	20.3
Site		
On campus	242	81.2%
Off campus	17	5.7
Both	39	13.1
Day of Week		
Monday	153	50.2%
Tuesday	169	55.4
Wednesday	159	52.1
Thursday	154	50.5
Friday	73	23.9
Saturday	48	15.7
Sunday	23	7.5

Table 15 (cont'd)

TEACHING ARRANGEMENTS

	No.	Percent
Number of Days		
One	63	21.4%
Two	102	34.7
Three	55	18.7
Four	46	15.6
Five	16	5.4
Six	1	0.3
Seven	11	3.7

APPENDIX B

COVER LETTER AND QUESTIONNAIRE

July, 2000

Dear Adjunct Faculty Member,

At the request of the Dean's Adjunct Faculty Advisory Committee, the Office of Institutional Research is contacting all adjunct faculty members to ask for their help in evaluating JCCC's adjunct faculty work environment.

As an adjunct faculty member, your opinions are very important to us.

Could you take about 15-20 minutes out of your busy schedule to complete the enclosed evaluation form, which provides a format for you to record and rate your experiences as an adjunct faculty member at JCCC? Your responses will, as always, be kept completely confidential and reported as grouped data only.

There are no right or wrong answers, but your honest responses are appreciated. Your comments about any aspect of your position as an adjunct faculty member are welcomed. Attach additional sheets, if needed.

Please return your completed questionnaire to the Office of Institutional Research at JCCC (Box 9) in the enclosed postpaid envelope as soon as you can.

A summary report based on survey findings will be published later this year. If you would like a copy of these findings, please write your name and complete mailing address on this page and return it with your completed survey.

Thank you for your help on this important evaluation.

Sincerely,

Marilyn Rhinehart
Dean of Instruction

Enclosures

SUMMER 2000 ADJUNCT FACULTY SURVEY

Dear Adjunct Faculty Member,

The Office of Institutional Research (OIR) helped us develop the following survey to evaluate issues important to adjuncts. As all data will be presented as grouped data only, your anonymity will be protected. Please complete the survey and return it in the enclosed postpaid envelope or to OIR, COM 305, Box 9. Thank you!

The Dean's Adjunct Advisory Committee

1. A number of aspects of employment at JCCC are listed below. For each, fill in *one* oval to the left and *one* oval to the right. To the *left*, indicate how important this aspect of employment is to you personally. To the *right*, indicate your rating for this specific aspect of employment at JCCC.

IMPORTANCE: *Fill in one oval from this column for each item listed.*

RATING: *Fill in one oval from this column for each item listed.*

Not at all important	Not very important	Neither important nor unimportant	Somewhat important	Very important	*ASPECTS OF EMPLOYMENT AT JCCC:*	Poor	Fair	Average	Good	Excellent
0	0	0	0	0	**Availability of support services**	0	0	0	0	0
0	0	0	0	0	**Benefit package**	0	0	0	0	0
0	0	0	0	0	**Clarity of policies/procedures**	0	0	0	0	0
0	0	0	0	0	**Communication of policies/procedures**	0	0	0	0	0
0	0	0	0	0	**Computers available when needed**	0	0	0	0	0
0	0	0	0	0	**Contact with other JCCC faculty**	0	0	0	0	0
0	0	0	0	0	**Input on days and times you teach**	0	0	0	0	0
0	0	0	0	0	**Input on how many hours you teach**	0	0	0	0	0
0	0	0	0	0	**Private conference space**	0	0	0	0	0
0	0	0	0	0	**Recognition for teaching/service**	0	0	0	0	0
0	0	0	0	0	**Salary**	0	0	0	0	0
0	0	0	0	0	**Staff Development training times**	0	0	0	0	0
0	0	0	0	0	**Your own secured work space at JCCC**	0	0	0	0	0

ORIENTATION

2. How would you evaluate the following aspects of the orientation you received when you first started teaching at JCCC?	*Less than adequate*	*Adequate*	*More than adequate*
Overall orientation	O	O	O
Explanation of student affairs policies	O	O	O
Explanation of academic affairs policies	O	O	O
Explanation of the mission/goals/philosophy of JCCC.	O	O	O
Information about "special" students (e.g., handicapped, hearing impaired, learning disabled, etc.)	O	O	O
Division/program orientation	O	O	O
Faculty handbook	O	O	O
How to set up e-mail	O	O	O
How to set up voice mail	O	O	O

3. Is a second, "refresher" orientation session needed several years after an adjunct has started working at JCCC?

- O *Yes*
- O *No*
- O *Don't know; haven't worked at JCCC very long*

COMMUNICATION

4. How do you currently get most of your information/news at JCCC? *(Mark all that apply)*

- O *Departmental representative*
- O *E-mail*
- O *Full-time faculty*
- O *Memos/other written material*
- O *Other adjuncts*
- O *Voice mail*
- O *Web site*
- O *Other:* _____

5. How would you prefer to receive information/ news at JCCC? *(Mark all that apply)*

- O *Departmental representative*
- O *E-mail*
- O *Full-time faculty*
- O *Memos/other written material*
- O *Other adjuncts*
- O *Voice mail*
- O *Web site*
- O *Other:* _____

6. Where would you prefer to receive information/ news from JCCC? *(Mark all that apply)*

- O *At home*
- O *In your department at JCCC*
- O *At work (other than JCCC)*
- O *Other:* _____

7. During the Spring 2000 semester, how many times per week did you access JCCC e-mail?

- O *Never*
- O *1-2 times*
- O *3-4 times*
- O *5-6 times*
- O *Daily*

8. Which of the following do you have? *(Mark all that apply)*

- O *An e-mail account at home*
- O *Access to the Internet at home*
- O *Ability to access JCCC e-mail from home (GO TO Q10)*

9. How interested are you in being able to access JCCC e-mail from your home computer?

- O *Not interested at all*
- O *Not very interested*
- O *Neutral*
- O *Somewhat interested*
- O *Very interested*
- O *N/A- I don't have a home computer*

10. Which of the following are true for you? ***(Mark all that apply)***

- O *To my knowledge, I do not have a facilitator*
- O *My facilitator has been very helpful*
- O *I don't really understand the role of a facilitator*
- O *I know I have a facilitator, but I've never met him/her*
- O *I know I have a facilitator, but I don't know his/her name*

WORKING ENVIRONMENT/BENEFITS

11. For each of the following, please indicate whether you have used it, have not used it, or didn't know it was available.

	Have used	*Haven't used - Didn't need/want it*	*Didn't know it was available*
E-mail account	O	O	O
Life Fitness Center	O	O	O
Staff development opportunities	O	O	O
2 free tickets to Academic Theater Dept. performances	O	O	O
Tuition reimbursement for credit classes taken by adjunct	O	O	O
Tuition reimbursement for credit classes taken by adjunct's dependent	O	O	O
Voice mailbox	O	O	O
Voluntary participation in sheltered annuity (403-B)	O	O	O

12. Are you covered by an employer-subsidized health insurance plan?

- O *Yes*
- O *No*

13. When on campus, how often have the following been available for you to use in your department when you needed/wanted to use them?

	Never	*Rarely*	*Some of the time*	*Most of the time*	*All of the time*
Computer	O	O	O	O	O
Desk	O	O	O	O	O
Internet	O	O	O	O	O
Phone	O	O	O	O	O
Secured office space	O	O	O	O	O

If you answered NEVER or RARELY for any of the items above, please explain. Please be specific.

14. When you are on campus in the office space used by adjuncts in your department, with how many other adjuncts do you generally share . . .

A computer? . . . . . _____

A desk? . . . . . _____

Internet access? . . . . . _____

A phone? . . . . . _____

15. Under which of the following circumstances, if any, would you spend more time on campus?

- O *If adjuncts had their own office space*
- O *If computers were more accessible*
- O *If I had a meeting/committee assignment*
- O *If I had paid office hours*
- O *Under no circumstances*
- O *Other:* _____

EMPLOYMENT SITUATION

16. How important is it to you to have status as a permanent employee at JCCC?

- O *Not at all important*
- O *Not very important*
- O *Neither important nor unimportant*
- O *Somewhat important*
- O *Very important*

If it is important to you to have status as a permanent employee at JCCC, please explain why below. *Please be specific.*

_____

_____

_____

_____

_____

_____

17. Are you . . . *(Mark all that apply)*

- O *Actively seeking full-time employment elsewhere (other than at JCCC)?*
- O *Fulfilling a teaching requirement?*
- O *Working exclusively (outside the home) at JCCC?*
- O *Satisfied to teach part-time exclusively?*
- O *Satisified to teach part-time at JCCC and at your other job(s)?*
- O *Teaching full-time at another institution?*
- O *Teaching part-time at another institution?*
- O *Teaching to pay your way through graduate school?*
- O *Waiting for a full-time position at JCCC?*
- O *Working full-time in addition to JCCC?*
- O *Working part-time in addition to JCCC?*
- O *Retired?*
- O *A homemaker?*

18. Is the money you earn teaching at JCCC . . .

- O *Your sole income*
- O *A supplement to your retirement or investment income*
- O *Combined with other part-time income to comprise your full income*
- O *A supplement to your full-time income*

TEACHING EXPERIENCE/PRACTICES

19. Overall, how satisfied are you with your teaching position at JCCC?

- O *Very dissatisfied*
- O *Somewhat dissatisfied*
- O *Neither satisfied nor dissatisfied*
- O *Somewhat satisfied*
- O *Very satisfied*

20. What, if anything, would make you more satisfied with your teaching position at JCCC? ***Please be specific. Attach additional sheets, if needed.***

_____

_____

21. *Maximum* # of hours *ever* taught in a semester ..... _____

22. *Minimum* # of hours *ever* taught in a semester ..... _____

23. Year you started teaching at JCCC ..... _____

24. Hours taught at JCCC in Spring 2000 ..... _____

25. Number of semesters (including summers) taught at JCCC ..... _____

26. When do you *usually* teach at JCCC?

- O *Every semester*
- O *Spring and Fall only*
- O *Spring only*
- O *Summer only*
- O *Fall only*
- O *It varies*
- O *Other:* _____

27. What time of day do you usually teach? ***(Mark all that apply)***

- O *Days*
- O *Evenings*
- O *Weekends*

28. Where do you usually teach?

- O *On campus*
- O *Off campus*
- O *Both*

29. During the last semester you taught at JCCC, what days were you usually on campus at JCCC? ***Mark all that apply)***

- O *Monday*
- O *Tuesday*
- O *Wednesday*
- O *Thursday*
- O *Friday*
- O *Saturday*
- O *Sunday*

30. About how much time do you spend on campus EACH WEEK during the semester (in addition to your teaching time)?

- O *Less than 1 hour*
- O *1-2 hours*
- O *3-4 hours*
- O *5-6 hours*
- O *7-8 hours*
- O *9-10 hours*
- O *More than 10 hours:* _____ *hours*

31. Please enter your years of teaching experience (including this one) below.

Total years of teaching experience at any level ..... _____

Elementary school ..... _____

Middle school ..... _____

High school ..... _____

Community college ..... _____

4-yr. college/ university ..... _____

PERSONAL PROFILE

32. Division

- ○ *Business and Technology*
- ○ *Computer Instruction/Media Resources*
- ○ *Liberal Arts*
- ○ *Physical Education and Athletics*
- ○ *Science, Health Care, and Math*

33. Your title

- ○ *Adjunct professor*
- ○ *Adjunct associate professor*
- ○ *Adjunct assistant professor*
- ○ *Don't know*

34. What is the highest level of education you have completed?

- ○ *Doctorate*
- ○ *All but dissertation*
- ○ *Specialist*
- ○ *Master's*
- ○ *Some graduate hours*
- ○ *Bachelor's degree*
- ○ *Associate's degree*
- ○ *Vocational certificate*
- ○ *High school/GED*

35. Are you currently enrolled in a degree program?

- ○ *Yes, please enter degree and estimated date of completion* _____
- ○ *No*

36. Gender

- ○ *Female*
- ○ *Male*

37. Age

- ○ *<20*
- ○ *20-25*
- ○ *26-29*
- ○ *30-35*
- ○ *36-39*
- ○ *40-45*
- ○ *46-49*
- ○ *50-55*
- ○ *56-59*
- ○ *60-65*
- ○ *Over 65*

38. Marital Status

- ○ *Married*
- ○ *Single, never married*
- ○ *Divorced*
- ○ *Widowed*
- ○ *Other:* _____

39. Ethnicity/Race

- ○ *African-American*
- ○ *American Indian/Alaskan native*
- ○ *Asian or Pacific Islander*
- ○ *Caucasian/White*
- ○ *Hispanic*
- ○ *Other race*
- ○ *Prefer not to respond*

40. Why do you teach at JCCC? _____

_____

_____

_____

_____

COMMENTS ***(All comments are welcome!)*** _____

_____

_____

_____

_____

_____

Thank you for participating.

APPENDIX C

ADJUNCT FACULTY FOCUS GROUPS
MODERATOR'S GUIDE AND NOTES

ADJUNCT FACULTY FOCUS GROUPS
DISCUSSION GUIDE

- **INTRODUCTION**
  NAME
  DEGREE(S)
  TEACHING EXPERIENCE (# OF SEMESTERS, JCCC/ELSEWHERE, HRS TAUGHT)

- **WHERE ELSE DO YOU TEACH OR WORK?**

- **ARE YOU ACTIVELY SEEKING FULL-TIME EMPLOYMENT?**

- **HOW DID YOU COME TO TEACH AT JCCC?**

- **WHY DO YOU CONTINUE TO TEACH AT JCCC?**

- **WHAT IS IT LIKE TO BE AN ADJUNCT FACULTY MEMBER AT JCCC?**

- **TELL ME ABOUT YOUR OFFICE SPACE.**
  DOES EVERYONE HAVE OFFICE SPACE?
  DOES IT MEET YOUR NEEDS?
  DO YOU USE IT/NEED IT?
  HOW MANY PEOPLE DO YOU SHARE YOUR SPACE WITH?
  WOULD YOU PREFER TO SHARE A BULLPEN (OPEN AREA WHERE COMPUTERS/DESKS ARE TOGETHER OR A PERSONAL OFFICE/CUBICLE?

- **SUPPLIES**
  HOW DO YOU GET SUPPLIES?
  DO YOU HAVE EVERYTHING YOU NEED?

- **COMPENSATION**
  WHAT DO YOU THINK ABOUT THE COMPENSATION AT JCCC?

- **PERMANENT PART-TIME EMPLOYMENT**
  PLEASE EXPLAIN YOUR OPINIONS ON PERMANENT PART-TIME EMPLOYMENT AT JCCC.

- **COMMUNICATION**
  WHAT DO YOU THINK ABOUT COMMUNICATION AT JCCC?
  HOW IS INFORMATION COMMUNICATED TO YOU?
  WHAT TOOLS DO YOU USE TO ACCESS INFORMATION ABOUT JCCC?
  DESCRIBE COMMUNICATION BETWEEN YOURSELF AND OTHER FACULTY AT JCCC, BOTH PART-TIME AND FULL-TIME

- **ORIENTATION**
  WHAT TYPE OF ORIENTATION HAVE YOU RECEIVED?
  WHAT WAS HELPFUL TO YOU AT THE ORIENTATION?
  WHAT ELSE WOULD YOU LIKE TO HAVE AT AN ORIENTATION?

- **FACILITATORS**
  DO YOU HAVE A FACILITATOR?
  DO YOU KNOW WHO YOUR FACILITATOR IS?
  DO YOU NEED A FACILITATOR?

- **COURSE SCHEDULE**
  DESCRIBE THE PROCESS USED IN ARRIVING AT YOUR COURSE SCHEDULE.
  DO YOU HAVE INPUT IN THIS PROCESS?
  HOW MANY HOURS DO YOU TEACH EACH SEMESTER?
  DO YOU HAVE INPUT IN SELECTING HOWMANY HOURS YOU TEACH?

- **TRAINING AND DEVELOPMENT**
  WHAT DO YOU THINK OF STAFF DEVELOPMENT OPPORTUNITIES AT JCCC?
  ARE THERE PROFESSIONAL DEVELOPMENT OPPORTUNITIES OFF-CAMPUS THAT YOU WOULD LIKE TO TAKE ADVANTAGE OF?

- **SUPPORT**
  DO YOU HAVE EVERYTHING YOU NEED TO DO YOUR JOB PROPERLY?
  WHAT DO YOU EXPECT THE COLLEGE TO PROVIDE YOU TO HELP YOU DO YOUR JOB?

- **RECOGNITION**
  WHAT TYPE OF RECOGNITION WOULD YOU LIKE TO SEE AT JCCC?
  DO YOU BELIEVE THAT YOUR DEPARTMENT OR JCCC IS ADEQUATELY RECOGNIZING YOUR TEACHING ABILITIES?

- **CLOSE**
  WHAT CAN THE COLLEGE EXPECT FROM YOU?
  IF YOU WERE IN CHARGE, WHAT WOULD YOU CHANGE TO BENEFIT THE ADJUNCTS?
  WHAT WOULD YOU KEEP THE SAME?

Adjunct Faculty Focus Group
March 28, 2000

Participants

- Adjunct with 40 years of teaching experience; the last 5 years at JCCC; taught 6 credit hours; only place of employment.
- Adjunct whose private practice responsibilities has shifted the workload from teaching at four institutions to teaching at only JCCC (along with private practice); currently is in 11th year at JCCC, teaching two courses this semester.
- Adjunct who started teaching at JCCC 5 years ago as a graduate student; currently completing PhD. at KU; teaches at KU and does editorial work.
- Adjunct with 40+ years of teaching experience, off and on for the last 30 years at JCCC; from time to time went to work for the public school in order to obtain health insurance; currently teaches 3 courses at JCCC and teaches at other schools for a 21+ credit hour load this semester.

About Being an Adjunct at JCCC

- Started teaching at JCCC because it was highly recommended as a place to work.
- Better than some other adjunct teaching positions.
- Mixed feelings—better than other community colleges because it recognizes one's PhD. and longevity, has some consistency with the classes taught, but concerned that after teaching at JCCC for 11 years, still no benefits. Talk of establishing a permanent part-time position, but no movement in that direction.
- Comparison given is that of a live-in relationship versus a marriage—no commitment given by the college.

Benefits/Permanent Part-time Status

- Lack of health insurance benefits is a major concern.
- Other institutions offer insurance if a minimum number of credit hours are taught.
- Attractive pay is important—KU pay is two times better—for a community college however, JCCC is not bad.
- JCCC prides itself on being a forerunner of ideas, being a pre-eminent community college, yet it is behind on giving adjunct faculty permanent part-time status, health insurance benefits, security in class load and courses.
- Students who flip burgers can get better health insurance benefits than adjunct faculty.
- Would like to be offered the option of buying reduced-cost health care.
- JCCC looks upon adjuncts as a sidelight, but many teach because they love it and it is their career.
- Most would like to be full-time instructors so they could receive benefits.
- Permanent part-time position that would require certain criteria (years of service, degree, etc.) and would be an attractive alternative to full-time.

- Permanent part-time position indicates some sense of attachment, commitment.
- Adjuncts with seniority should have first shot at full-time positions.
- Teaching with adjunct status at JCCC for a number of years provides no inroads to full-time position.
- Adjuncts are not often recognized for their expertise; feel as if they are viewed as inferior.

Scheduling

- Most departments represented give the adjunct instructors their schedule ahead of time.
- Input for preferred schedule is recognized.

Communication

- Information is disseminated through departmental list-serve.
- Teaching a particular course led to greater discussion within department, greater involvement.
- Information is available if sought out—not always distributed.

Office Space

- Most adjuncts work out of a bullpen—nowhere to store items; no place for students' papers, books; no place to leave any other items.
- Better office space would help adjuncts feel more attached to college.
- A [personal] office space would allow adjuncts to get to know other instructors at college.
- The adjunct's mailbox is the only space they have.

Adjunct Status/Benefits (revisited)

- Many adjuncts have worked here for such a long time and have taught so many courses they have changed the meaning of adjunct instructor.
- The idea of forming an "adjuncts' association" appealing, but not practical because there are doctoral students willing to come in for a couple of years and take their jobs.
- The lack of health insurance may lead to adjunct turnover—many that would like to teach on a more permanent basis are forced out to find health insurance.
- KU offers to pay 50% of health insurance if you teach a 50% load.
  The new regents standing of community colleges may offer full-time status to adjuncts that teach at KU, JCCC, KCKCC, etc.
- Again, the idea of a permanent part-time status seems like a good one. There may be a need to limit the slots, an expected load of training, meeting and committee requirements, but these should lead to better pay and better benefits.

Orientation

- All had attended orientation.
- Although had attended orientation, just found out after 5 years that there was a salary schedule; found out that the hours obtained after Master's degree counted toward more money. This type of information needs to be communicated. The adjuncts' meeting at the beginning of the semester could address these types of issues.
- New policy needs to be discussed at the adjuncts' meeting, followed by a separate meeting for first-timers to go over logistics.

Professional Development Opportunities

- Professional development opportunities should be offered.
- Adjuncts not paid enough to attend staff development or adjunct certification meetings.

Adjunct Certification

- Liked her class being taped and then reviewing it.
- Felt the instructor training was a waste of time.
- Felt the idea was demeaning.
- Most adjuncts are overworked, so the donation of their time is not a good idea.
- Written recognition is appreciated (especially for resumes).
- Full-time instructors were paid for Master Teacher course; adjuncts that attended were not.
- If completing certification were a step towards a different status, permanent part-time, part-time with benefits or full-time, would be happy to participate.

Do Adjuncts Have What They Need to Teach? Supplies? Equipment?

- Supplies and equipment for teaching are readily available.
- The office support staff is great.
- Office space is needed.
- Believe open door policy within department exists.
- Grants or other money was available to present papers and attend conferences.

What Should JCCC Expect From its Adjunct Faculty?

- The college should expect us to be competent in our field, to show up and teach.
- Adjuncts are academically equal to full-time instructors.
- Adjuncts who teach in such a manner that students don't know the difference [between full-time and adjunct faculty].
- Adjuncts who are able to communicate and teach the students the material.
- Although, as an adjunct instructor, I have many concerns, once I get up in front of a classroom to teach, I forget all of my gripes and teach. I love to teach.

What Would You Change?

- Create permanent part-time status with some benefits being offered.
- Better pay; availability of insurance; consistency in course load.
- Some office space. A place to put things is recognition of the job we do.
- Recognition other than a title or a pin—a commitment from JCCC.

Adjunct Faculty Focus Group
March 29, 2000

Participants

- Adjunct at JCCC for two semesters. Retired from a large inner city school district; remedial reading instructor. At JCCC instructs students who have low ACT/SAT scores. Master's Degree in remedial reading.
- Adjunct at JCCC for nine semesters. Mainly, instructor during evening courses.
- Adjunct who has a Master's Degree in Social Work. Moved to this area from another metropolitan area. Adjunct has been in private practice for 11 years and previously was an instructor at the University of....
- Adjunct first semester at JCCC. Adjunct does have a PhD. Currently, divides time between job as court counselor and JCCC.
- Adjunct who has been at JCCC for nine semesters. Taught fifteen years at the high school level and three year at the junior college level. Currently, divides time between JCCC and KU Regent's Center.

Note: Group members often commented, "I didn't know that," or "I didn't know that was available," after a number of different topics were introduced. It was clear that communication is an issue for this group. In addition, frequently the group members were unaware of what was available to them as adjunct faculty members. E-mail communications were often not received because e-mail wasn't working or because the computers were not accessible.

Working at JCCC

- Upbeat, everyone seems to get along. I enjoy the job.
- Treated with respect. No complaints.
- Good environment, however, it is difficult to be hired at JCCC. No openings for new instructors in ... Department staff support is excellent – good positive attitude. This instructor was previously at an inner city school.
- JCCC has more resources and smaller classes.

Benefits

- Access to benefits – lack of medical benefits (adjunct would be willing to pay). Suggestion, a graduated scale for benefits.
- Younger employees (faculty) need more opportunities. Adjunct currently has health coverage, however, it is needed for younger employees.
- A supplemental medical policy would be great.
- Some employees (part-time faculty) do not have any health insurance.
- Would be nice to enroll in an insurance plan through JCCC.
- Everyone always wants more money.
- Adjunct faculty who has been at JCCC several years has obtained the maximum level of salary.
- Too many flyers, papers, (junk mail) in the mailboxes.

Office Space

- Office space is small - thirty adjunct faculty share a small office with two desks and two computers. Information is given word-of-mouth.
- This adjunct faculty member has fifty other faculty members sharing a small area.
- Adjunct says she has enough space – well organized.

Supplies

- Good, no problem.
- Wonderful, its like Disneyland, compared to previous teaching facilities.
- Everything is already stocked – wonderful! Overhead projectors, etc.
- This adjunct had to carry supplies back and forth; she no longer needs to. However, some faculty members still have to carry supplies back and forth.
- Computer access needs to be better.
- Staff is very responsive with equipment, ordering, etc.

Communication

- Important things need to come to your home address.
- Too many flyers, about what is going on at JCCC. Mailboxes are too full. JCCC events should be posted on a bulletin board.
- Adjunct has missed information. Unclear about what information is available.
- Check mail box from once or twice daily to once a week.
- Would monthly fact sheets. Computer in my department are non-operational some of the time.
- Another instructor told her information she needed to know. By second semester you know everything.

E-mail

- Technology problems – specifically, e-mail. Asked for assistance, which caused more problems: "a comedy of errors."
- Two adjuncts did not have e-mail.
- Did not use e-mail at all.
- Had problems with e-mail; contacted the help desk. They were very helpful.
- Adjunct uses e-mail. That is how the department communicates with each other. However, has never e-mailed anyone outside the department.

Facilitator

- Had a facilitator when adjunct first came to JCCC; the facilitator was very helpful.
- A fellow adjunct would be helpful. Someone who knows what the procedure is.
- Some assistance needed. Would like a formal meeting with facilitator to learn the procedure or role they need to play.
- The facilitator needs to take the initiative.
- Had a staff facilitator, she was great.

Departmental Informational Meetings

- In the ...Department meetings are required. They pay the faculty to attend.
- ...Department has a meeting and dinner spring/fall. The head of the department does attend this meeting. Topics at the meetings include: how IDEA forms are used and how to get on the Internet.
- I would attend the meeting if I would be paid.
- In the...Department meetings are required. Adjunct has been at JCCC several years. Once a year meeting is enough.
- A formal meeting is needed in the department.
- ...Department has a meeting and dinner spring/fall. The head of the department does attend this meeting. Topics at the meetings include: How IDEA forms are used and how to get on the Internet.

JCCC Orientation

- E-mail information was not specific enough. Adjunct had to recopy tests because of lack of information about what was available. A person is needed to walk through the information.
- One-on-one e-mail instruction.
- Voice mail instructions.
- Voice mail instructions were good. Maybe written instructions for e-mail would be beneficial.
- Would have liked more training on all information that JCCC offers.
- Adjunct would like a "buddy" system to learn the ropes.

Staff Development/Training

- Have taken advantage of staff development. Good classes.
- Many opportunities are available.
- During the January break is the only time Master Teacher workshop is offered at JCCC.
- JCCC offers several classes, tools, etc.
- Where is the Staff Development department?
- Need follow-up training with computers and e-mail.

Determination of Class Schedule

- Before fall a questionnaire is mailed out, asking what course you would like to teach, day, times, etc.
- In the ...department full-time faculty chooses first. It's like a game. After the full-time faculty chooses then the part-time faculty divides the remainder of the classes.
- You decide how many classes you would like to teach.
- Department head makes the decisions.
- In most departments full-time faculty receives first choice.
- You sign up for classes, times that you are available, and classes you would like to teach. However, after you give the department the information, the class is not available or is not at a time you requested. Suggestion, it would be better for the

department to give you, beforehand, the times that are available and then you could decide what would fit your schedule.

- Full-time and part-time faculty class schedule should be considered together.
- Before the class begins they should tell you if the class is going to be cancelled.
- Currently teach in the evening; would like the opportunity to switch to some day classes. However, the day instructors have seniority and have priority.
- Do not cancel classes – have the class anyway, even though it might only have two students.

Permanent Part-time Status

- Temporary part-time is not good.
- Current status okay – treated fairly.
- Could a part-time permanent employee that has the same benefits as a full-time employee position be offered after a period of time?
- Part-time permanent employees have benefits, such as health insurance.
- Temporary part-time employee - considered as a trial period; possible conversion to permanent part-time status.

Interest in Being Full-time Faculty

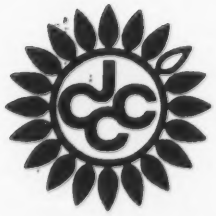
- Interested because of the availability of medical benefits.
- Two adjunct faculty members said they were not interested.
- Most adjuncts expressed an interest in the opportunity to be a full-time faculty member.
- No opportunities at JCCC for full-time employment position (faculty position).

Recognition of Adjunct Faculty

- Salary raises are the same across the board.
- Adjunct faculty is very beneficial to JCCC.

Miscellaneous

- Basic information sheet (Fast Facts pamphlet) easily available.
- Adjunct was going to teach a "..." class; he prepared for the class. However, the class was cancelled. Was paid for the class. Thought this was great!
- Classroom size is better and more convenient than it was previously. New ... building will be better.
- The staff secretaries are great.
- The JCCC office staff is supportive.



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